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University of Michigan Law School

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University of Michigan Law School, "Class of 1974 Five Year Report Alumni Comments" (1980).

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VII. B. What of your law school training is contributing most meaningfully to your present job ability?

The analytic skills taught in most of my courses at Michigan especially the comparison of common law and statutory analysis.

~~Property, Business Planning, Tax, Contracts, Commercial Law & Legal Writing.~~

~~Tax courses, estate planning, enterprise organization, core curriculum.~~

High standards of the best instructors.

~~Legal writing and analysis.~~

~~Constitutional law.~~

The courses that demanded the most subtle thinking, ~~xxx~~ irrespective of the subject matter. Also courses in my areas of specialization, i.e. antitrust and administrative law.

Analytical and writing skills.

Good solid background in basic law courses with excellent teachers and interaction with good student body.

~~Clinical law course and courses in tax & business planning.~~

The writing skills which began to develop in law school; understanding the importance of preparation resulting in part from the Socratic teaching method; developing a facility for comprehending large quantities of written material.

~~Experience gained in legal aid activities.~~

Nothing is directly applicable from my law school courses.

~~Legal analysis.~~

~~Labor law--"the lawyer as negotiator"~~

~~Civil procedure as taught by Carl Hawkins & training in use of source materials.~~

Legal reasoning. Substantively, I have found little relevance of course instruction to my particular practice. However, I believe that any attempt at a more "relevant" academic experience would not have been valuable, particularly in the long run.

Teaching (case club judge) and presenting courses to undergraduates; Doug Kahn's ~~Tax I~~ course and L. Hart Wright's ~~Tax II~~ course.

Having taken a diversity of courses.

It is hard to single out one particular aspect--the overall training in how to think thru legal problems is paramount. Probably little of the specific areas is directly applicable to any particular case.

1. Sense of the absurd
2. Thick skin from classroom intimidation
3. Ability to bluff convincingly

The development of the ability to reason, analyze and determine the key issues, coupled with the ability to reach a conclusion and make a decision.

VII. B. Law School training contributing most meaningfully? (2)

~~Courses in evidence, procedure, social legislation, trial practice, clinical law.~~

J.D. degree only. Law school was the least educational of all of my college experiences.

~~Courses in Securities law, property and Commercial Law.~~

~~Law Review (because of writing experience)~~

Criminal investigation and prosecution is not an area that is well addressed in law school.

Business planning, commercial transactions, debtor & creditor, legal writing, contracts & remedies, corporations, real property. Nothing unique to Michigan Law School.

Smaller classes (including seminars) which permit a more individualized exchange of ideas with instructor and students.

Use of legal materials; case analysis; hypotheticals with teaching tools; issue orientation to policy analysis.

A respect for thorough preparation, exacting scholarship, professional courtesy & dignity.

- 1. J.J. White's seminar in Lawyer as Negotiator -use these skills everyday.
2. Participation in case club -use these skills every day.

Trial practice - evidence - clinical law - the application of the theoretical aspects to the practical application of law.

~~Family law, clinical law.~~

~~Civil procedure, evidence, contracts & remedies.~~

Opportunity to engage in research & writing through seminars & independent research courses.

~~Business related and tax courses.~~

~~Case club~~

~~Courses of taxation (Tax I, Tax II and Estate & Gift Taxation)--beyond the specific courses, the ability to "think like a lawyer"~~

- 1. Clinical law program. 2. Writing & advocacy.

~~Federal practice and procedure.~~

Heavy substantive course selection in areas of corporations, tax, antitrust, etc. Emphasis on courses in substantive law, rather than "practical" or "clinical" courses.

~~Exposure to stimulating teachers and work on the Law Review.~~

~~Substantive knowledge.~~

Analytical methodology

~~Tax.~~

Basic 1st year courses and Constitutional Law - substance more than thinking ability and ~~clinical/real world experience~~--Clinical Law, Independent Study etc

~~Papers Procedure & evidence~~, papers written for various classes--concise & analytical writing research work done for Prof. Carrington.

Ability to think more logically.

In general the training in legal analysis is most helpful. In particular knowledge of contracts and evidence is useful.

Contact with law school professors with teaching ability, regardless of of the subject matter taught. J.J. White's course in ~~commercial transactions~~ was the best practice preparatory course I had.

Basic courses, mostly first-year, which taught legal method; intensive writing experience ~~with law review~~.

~~X~~ Courses related to corporate law.

~~Clinic and Trial Practice~~ seminar with John Reed.

The courses. I have great respect for the traditional method of instruction.

~~Campbell competition.~~

Selected professors' insights into relationship between legal principles and legal practice and many professors' exposition of the legal process.

Good professors who ~~showed an interest in their subject area~~, an interest in their students and an ability to teach, e.g. Thomas Kauper, James White and L. Hart Wright.

Rigorous academic program.

No specific aspect of my law school training ~~is the~~ most meaningful. I believe that the total of my law school experience ~~contributes~~ to my present ability.

Those courses where ~~the~~ substantive area was covered thoroughly and the professor was able to evoke independent and creative thinking about the "issues." For example--L. Hart Wright (Tax I) , T. Kauper (Property I) Edwards (Labor Law).

1. Seminars & courses ~~estate planning, business planning, tax, partnership planning~~. 2. Accounting courses at business school. 3. Summer jobs. 4. Intramural sports.

~~Clinical law.~~

The technical training in ~~taxation and estate planning~~, the ~~business planning and commercial law~~ (UCC) courses.

The ability to analyze any problem; see issues. Also, a Michigan degree, due to the competition and quality of students, give a confidence to meet most situations--legal or non-legal.

Learning ability to recognize and analyze legal issues.

~~-----~~
All courses related to business planning and real estate finance.

~~-----~~
General techniques of analysis. ~~Commercial law, debtors and creditors rights, securities law, international law.~~

~~-----~~
~~Case club program.~~ Legislation seminar.

~~-----~~
The analytical method of thought which is generally taught in each law school class.

~~-----~~
The in-depth ability to analyze a problem from a myriad of facts.

~~-----~~
~~All labor law courses.~~

~~-----~~
~~Tax and business planning courses.~~

~~-----~~
~~Business planning courses & seminars.~~

~~-----~~
Being at the Law School 3 years.

~~-----~~
Just today I was thinking that my law school training seems to have had very little relevance to this practice. General training in legal analysis was most important. For me, it came primarily from Vining's administrative law, White's com trans, and Palme's restitution. Only the first of those relates directly to what I am doing.

~~-----~~
Ability to research new areas of the law. Ability to organize an analysis of a new area of the law.

~~-----~~
Lempert's seminar on ~~Evidence~~; Stein's ~~Trial Practice~~ course, all course work and personal contact with Harry Edwards.

~~-----~~
Research techniques, ~~legal analysis, commercial law.~~

~~-----~~
Training in the "legal" approach to problem-solving.

~~-----~~
In addition to my tax related courses, property, estates & trusts I & II, & lawyer as a negotiator were most valuable courses.

~~-----~~
~~Moot Court; Law Review.~~

~~-----~~
Analytical skills/training.

~~-----~~
I do not mean this jocularly--but I believe the opportunity to interact with students, faculty, and staff, and to involve myself in a wide range of extracurricular and academic activities, was the most beneficial aspect of law school.

~~-----~~
~~White's seminar on negotiations.~~

~~-----~~
~~TAX classes, writing & research.~~

~~-----~~
Learning to read thoughtfully: Trusts & Estates II (Future Interests)
Learning to think carefully;;; Research for Prof. Waggoner
Learning to research carefully and write tolerably: Research Assistantship
in Criminal Appellate Practice.
~~-----~~

VII. B. Law School training contributing most meaningfully? (7)

~~Clinical law/ trial practice.~~

General legal theory--Ability to spot issues and analyze problems.

~~Clinical law.~~

Probably the most useful courses (other than first year basics) were ~~commercial transactions~~ & federal housing policy.

Training, in a variety of courses, in a practical approach to the solution to legal problems--i.e. learning to "think like a lawyer."

First year courses in general; ~~Civil Procedure and Torts in particular.~~

~~Property, contracts, corporations, tax I & II, torts, evidence.~~

Courses I am now teaching (~~torts, international law~~). Courses in area of previous practice (~~Ad. law~~). Courses where I experienced outstanding teaching (~~property, T & E II, E.O.~~)

The ability to research problems and the self confidence developed.

No one course, but the overall learning method in which a student was taught to think and apply legal reasoning.

~~Clinical law.~~

General training in analytical thinking; training in legal research, training in advocacy; practice of hard work.

Training in analyzing and understanding legal concepts and principles--an analytic skill as opposed to course content or 'practice' training like ~~Moot Court.~~

~~Commercial transactions, civil procedure, evidence, enterprise organizations.~~

- 1. Writing and editing for the Journal of Law Reform. 2. tax and business planning courses.

Seminars which required brief writing and oral argument.

Legal analysis and approach learned collectively from all courses most valuable. In hindsight, I believe a more general course selection (such as more taxation, trusts and estates) would have been more helpful than specializing in any area (i.e. labor law or criminal) for me, because job objectives and, thus, demands do change.

Thorough legal analysis.

The ~~Socratic method~~ made the most meaningful contribution. Vincent Blasi made the least meaningful contribution. I found that there is a lot more to constitutional law than the First Amendment.

Analytic approach to problem solving.

I believe that a law school can best serve its students by challenging them to think about and question legal theories and concepts. While this can be done in all courses, the law school should retain as many "theoretical" offerings it can. I certainly don't rely on specific facts I learned in each course, but rather on the approach to the subject matter conveyed by the

VII. B. Law School training contributing most meaningfully? (8)

instructor and the general concepts in the field. I do not favor offering more trial advocacy courses if it must be done at the expense of other areas of instruction.

~~Law Review~~ writing and editing.

The land-use-type courses--water law, parts of 1st year property, municipal corps, legal control of land use seminar, etc.

Training in issue-spotting, legal research and problem solving using the law as a tool.

Writing/research.

General grounding in professional thought-processes; constitutional law courses were valuable when I worked in that field.

All of it. My only regret is the number of substantive courses. I did not have time to take. I am amazed at the # of times I remember something from a specific lecture just when I need it.

~~Civil (and appellate) procedure~~ taught by Prof. Paul D. Carrington. I have seen a great number of cases lost and mishandled through failure to understand the basic rules of procedure.

~~Case method~~ analysis, research.

Disciplined, critical, legal analysis.

Analyzing legal problems; writing and oral advocacy skills; economics--joint program.

Criminal law program and ~~Legal Aid~~ volunteer work that gave me practical practice in oral and written advocacy; gathering facts & planning their presentation for litigation; and in general "courtroom" presence."

Learning how and where to find answers.

Thoroughness and depth of the exploration of potential issues in pertinent courses, especially, ~~administrative law~~.

Legal research--ability to find law applicable to situation and apply it to factual situation.

Criminal law courses, moot court competition, and learning research techniques.

~~Legal writing~~, general legal analysis learned in most law school courses.

"Issue spotting" as taught, mostly indirectly, in all classes and writing and advocacy.

~~The writing and advocacy program.~~

Semester spent in clinical program at Center for Law and Social Policy, Washington DC

Two aspects of my training have contributed most meaningfully. First, the "training" in the first year of basic legal analysis and legal process has been very meaningful. Second, work on Law Review was very helpful because

cont

VII. B. Law School training contributing most meaningfully? (9)

it simulated the process of editing and writing which goes on in practice. By contrast, I found most (but not all) of my second and third year ~~work~~ course work meaningless.

~~-----~~
~~Practical courses--evidence, civil procedure.~~

~~-----~~
All of it.

~~-----~~
Demanding curriculum prepared me for demanding practice; policy orientation of training; clinical law course; training in issue spotting.

~~-----~~
I took a course in appellate advocacy with the public defender--the writing ability which I developed there has been very helpful.

~~-----~~
~~Taxation with L. Hart Wright.~~

~~-----~~
~~Admin law course, commercial law course.~~

~~-----~~
~~Law Review experience.~~

~~-----~~
Writing & research training--individual supervised research.

~~-----~~
Unfortunately, it is ~~is~~ impossible to specify any one area.

~~-----~~
Courses in ~~administrative, constitutional, antitrust law.~~ I have not had occasion to become involved in litigation but the federal procedure course will be ~~helpful~~ useful when this occurs.

~~-----~~
I cannot isolate any one factor beyond Michigan's commitment to academic excellence.

~~-----~~
~~Civil Procedure, Contracts, Commercial Transactions, Evidence, Property, Torts, Enterprise Organization, Securities, Antitrust, Tax (I & II), Debtors & Creditors.~~

~~-----~~
~~Time spent on Law Review.~~

~~-----~~
~~Securities Regulation; corporations, corporate tax, business planning.~~

~~-----~~
The exposure to techniques for analyzing legal problems and evaluating potential solutions.

~~-----~~
Study & research skills I developed.

~~-----~~
Hard-nosed, nuts & bolts courses that teach the basics of commercial law.

~~-----~~
Research.

~~-----~~
General--analytical training.

~~-----~~
Very little.

~~-----~~
The Socratic method in a few particularly sophisticated courses--
~~admin law (Vining), federal courts and civil procedure (Sandalow).~~

VIII. If you are a woman and working in the field of law, have you experienced any special problems in practicing your profession because of your sex?

Inferior assignments. There are also problems in relating to male professionals and female non-professionals.

-----Since I have a family, I want to work part-time. It is most difficult to persuade firms of the necessity & value of this option.

I have had two supervisors who discriminated against women in assigning work. I sought other employment and am treated quite fairly in my present job. I have not had difficulty with opposing counsel because of my sex. It may even help. My experiences in court have been neutral as far as I can tell.

I do not feel being a woman has prevented me from doing anything I really wanted to do, but I have frequently felt that there were different expectations for me than for similarly situated males; I have tried to be on my guard for this, and to allow for it when necessary.

I do not have long-term goals, which is a characteristic some think is tied to sexual upbringing. The lack of such goals is a "problem" because private practice seems structured for goal-oriented individuals.

Some problems establishing credibility with male clients and associates.

Some reluctance on the part of superiors to assign responsibility.

Condescending attitude of some judges; other male attorneys, including an immediate supervisor, rejecting the legal profession as appropriate for "ladies," excluded from the "inner circle" and all its benefits because can't be one of the guys.

Inappropriate sexual advances; supervisory and management seeming reluctance (or inability) to approach or deal with women attorneys with the same assumptions of legal capability as is almost automatically attributed to male attorneys of even the most limited experience.

No. Let me clarify--once in a job, I'd say there are minimal problems, but obtaining a position, I think, in this locale now have been affected by my sex.

At times--being taken seriously in new situations.

Only minor problems--i.e. winning confidence of some clients (my law firm was very supportive & this helped).

No. Of course, I am not an overly suspicious person and "discrimination" is not presently very overtly accomplished.

VIII. Woman working in the field of law. (2)

Minor problems, mostly in reactions of various other attorneys. No real client problems, perhaps because I practice with my husband, & this area has many husband-and-wife run businesses.

My progress has been due to ability to perform in right place at right time, however I now find my managerial peers are 15-30 years older than I. They have problems accepting suggestions from youth, regardless of sex, but the youth they are required to deal with are women.

I had difficulty getting any employment and have been unable to find the kind of work I would like. It appears that men with backgrounds and academic records similar to mine had more options presented to them.

Initial scepticism from colleagues and students. Difficulty in forming friendships with male peers. Not enough time for two-career parents.

Male attorneys threatened, defensive reluctance to include me in all aspects of firm's practice, e.g. work involving travel, more sophisticated corporate projects.

XI. Comments (1)

I would like to see Michigan re-emphasize traditional courses by going to a more structured second-year program. Whether they intend to do poverty law or whatever, an attorney's basic education should include a

course in corporations (business organization, if you prefer) and a course in trusts and estates. I do not believe that a major law school should be heavily involved in "trendy" courses or that it should be giving course credit for "clinical law courses"--a movement toward 19th century on-the-job training.

Finally, I am distressed by the heavy loss of distinguished faculty incurred since my first exposure to U of M in 1967, and the subsequent youth program with its "inbreeding" of faculty. It seems that the path to faculty status now is a short one from the law review offices with a single stop for clerkship with a federal judge. To be sure, some of Michigan's grads should be on the faculty and all law professors need not be middle-aged. I would, however, feel better about faculty selection criteria which included at least two year's work experience and a preference for prior teaching experience at another institution. I believe that people who have made their living practicing what they teach bring a valuable perspective with them to the classroom which cannot be duplicated by reading books.

Female students need more contact with "attorneys serving as role models-to give them some idea of practical problems faced, e.g. sex discrimination, combining (juggling?) career & family, etc.

I fear my experience is highly atypical. In part because I was not sure whether I would practice or return to specialized journalism, I was prepared during law school to forego higher grades in order to keep debts within bounds. When I graduated I had an attractive offer from the FCC and my other areas of interest (energy, environmental law) did not generate similar offerings. I finished paying for my legal education just short of five years after graduation.

My greatest disappointment during law school was that the clinical law program required such a commitment of time that it was impossible for me to take part and maintain employment. I would like to see a program somewhere between that level and the trial practice course (which was quite useful).

I am not a believer in "trade" courses per se, but my experience suggests a lengthier ethics course, on a mandatory basis, is necessary for the more obtuse of our professional brethren.

Finally: seniors with fairly clear career plans (or hopes) should have available a writing (not supervised research) seminar. Perhaps this is too close to a trade course to award credit for, but closely supervised writing exercises can be very helpful. I think they're more useful after one has gotten his lawyer's sea legs and feels comfortable with the substantive material--and hence able to concentrate more on felicity.

My practice specialty was taxation.

I have been employed by the Cleveland Legal Aid Society, a Legal Services Corp. grantee, since I graduated. I may have overlooked it, but I don't think this form has a legal services category on it. That is indicative of the area in which I think the law school is deficient. I was interested in this type of work since I first started law school, and I always resented the fact that the law school is so clearly corporate-oriented in terms of curriculum, placement, etc. This is not to say that the skills I learned there weren't excellent--I think they were,--nor that the general analytical and writing skills I learned aren't useful to me in my work. But there were very few clinical (cont)

Comments (2)

opportunities, and few courses such as welfare law, public housing, etc. With this exception, I think very highly of the law school and of what it did for me.

In addition to their scholarly research and writing, the faculty at U of M Law School has an obligation to the students which the previous dean would not deign to acknowledge. I am far less critical of the curriculum than of the lack of ~~xx~~ enthusiasm and skill in "teaching" it. Most of the great scholars on the faculty when I was in school were in Washington furthering their careers. I and my colleagues gave a great deal of sweat and money in consideration of the education we hoped to receive at the feet of these masters only to find that they and those left behind weren't very interested in teaching us at all. This may sound more bitter than it is, but the Law School and the faculty can't be hurt by adding excellent teaching to their list of great qualities and I hope the new dean will consider the effect on the School's reputation that great teachers have.

By and large, when I look back at Law School, I look at the first year as being a productive (indeed, transforming) time. But I found, and still find, much of the second and third year irrelevant. I hasten to add that I might just have been tired of school or too pre-occupied with Law Review.

By comparison with NYU, I think Michigan suffered most by the lack of practical awareness of its teachers of the second and third year courses. I believe some of the practice type of subjects (corporate finance and business planning) were clearly much better taught at N.Y.U. I am not sure, however, that this is not inevitable to some extent because of Michigan's location.

As an aside, My own observation has been that the general quality of the better graduates of Michigan compare favorably with those of any school.

✓ Recommend that U of M Law School break down and offer some training in Michigan Civil Procedure.

15b There is no category on this survey which fits me, but that's not too surprising.

- 1. Presently also teaching ethics at Northwestern School of Law
2. Questionnaire doesn't take into account judicial clerkships--important if one has practiced for only 5 years.
3. The term "trial" isn't really accurate to describe a "litigator," all I do is tort litigation, but I am seldom in trial.

✓ I do not have any recommendations on courses. I took basic courses and found they filled my schedule. I did not take Trial Practice. While this course probably would have been helpful, I think "doing" is the only way to learn to be a trial lawyer.

✓ I am a firm believer in continuing education and sense that this will be required in the future. I would like to see the law school become more involved in this area with mini-courses, regular publications, etc.

Question VII - I did not indicate any areas which should be decreased because I feel that all of these areas are important although they may not be subjects in which I am currently involved.

✓ I feel that Michigan is oriented toward teaching the top 10-40% of its classes; thus, the remaining students do not obtain maximum benefit from the educational process.

I have always felt that the so-called "Socratic method" used by many of U of M's law professors, which often consists of embarrassing individual students in front of their peers, serves no useful purpose but to boost the professor's ego. I feel that this deliberate intimidation of students is an antiquated approach and not at all conducive to an effective presentation of the subject matter.

I dearly wish law school had spent more time on teaching how to be a lawyer, and less on theory. Many of the needed skills simply are not taught, e.g., drafting of pleadings, trial procedure, introducing exhibits, etc.

I feel that I received an excellent opportunity for growth at the law school. Had I to do it over again, I would have worked a few years after undergraduate school before starting law school (feeling that the extra years of maturity would have enabled me to take better advantage of that opportunity).

It's no secret that a J.D. from Michigan continues to carry extra weight--something I've found quite useful when exploring new positions (employment, that is). Whether or not I continue to earn my livelihood from the law, my Michigan experience will hold me in good stead. I give you an "A"; you did the best you could with what you had (me).

1. Salary ranges in q.10 should go higher; inflation and competition in large cities should not make higher ranges rare.

2. Would be interested in the impact a Michigan diploma has vis-a-vis a transcript or connections. I have found that the reputation of the school overshadows the rest.--except performance, of course.

3. Would be interested in knowing how minorities are faring, as well as women.

4. Would be interested in knowing how many are active members of bar organizations, which do formulate the image of the lawyer for the public, and whose activities and policies reflect upon all lawyers, members and not. Reasons for participation or lack of would be helpful.

For those who appear in court on a regular basis, trial practice, evidence, writing skills and ethics are the most critical needs. But not practice in front of legal scholars, professors and fellow students. Real life judges and juries are not law review and former law clerks to Supreme Court judges. They are "real" people, often with social, personal or political axes to grind. To adequately represent your client you must be able to function in this context. While only experience can fully prepare a lawyer for this side of life, the law school can prepare him to have the flexibility to adapt. Clinical law was most valuable in this respect.

My practice experience has led me to the conclusion that there is no better legal education than that offered by the Univ. of Mich. Law School.

My experience reaffirms my belief that the Univ. of Mich. provides the finest legal education available in the United States today.

Consider myself to have received a top quality legal education at U of M and am grateful. However, it was a very difficult time, emotionally and financially, from which I have yet to fully recover.

I am very pleased with the legal education I received from the law school. In comparison with other lawyers with whom I regularly deal I feel it was superior.

(cont)

✓ My only regret relates to my own choices of courses. As mentioned previously, if I were to choose course again I would select more traditional business-oriented courses; courses in taxation and trusts and estates. Specialized areas such as criminal law or labor law are interesting to study, but I believe most of the substance of these areas beyond the basic ~~xxx~~ course can be learned if one works in the areas.

✓ In ~~gxx~~ undergraduate school, my major was engineering. I was shocked upon graduation to find that the actual practice of engineering was totally unrelated to my undergraduate studies. This was not true with Law School. The education I received at the Law School was excellent and prepared me well for the practice of law. The only complaint I have with the Law School is the practice of hiring professors directly from clerkships, with no prior experience in practice or teaching. A school with the outstanding reputation of Michigan should not subject her students to the agony of inexperienced teachers.

✓ Certainly don't rely on specific facts I learned in each course, but rather on the approach to the subject matter conveyed by the instructor and the general concepts in the field. I do not favor offering more trial advocacy courses if it must be done at the expense of other areas of instruction.

262 ✓ Problems--slight--caused primarily by my working 60-70 hours per week.

I feel #VII is ambiguous. Do you mean how would we change what U-M Law School offers? Or what we would choose to take now that we're sadder & wiser etc. The latter is the point of view from which I answered, because I really don't remember the range of options well enough to criticize.

✓ I enjoy being a lawyer with a very large national law firm (over 200 lawyers) and feel that my legal education at Michigan prepared me well for what I do. In retrospect, I might have made a few different course selections, but the curriculum at the Law School was sufficiently diverse to suit me.

✓ One suggestion on teaching Evidence: in the first year, have a mandatory course solely dedicated to the teaching of the fundamental rules of evidence. In the 2d or 3d year, have a course directed toward "listening" for objectionable questions, argument of counsel, etc., in which the entire class must participate. The second course should be a prerequisite for taking a clinical law course.

✓ I believe all courses should incorporate more practical information as an aspect of the theoretical presentation--for example in criminal, probate, municipal and negligence law so the graduate can be made familiar with the actual procedures he will face in practice.

✓ I went to law school to train myself for the public interest law clinic in my home town, which I started in December, 1977, and continue to operate.

I look upon my U of Michigan Law School days with great bitterness, for there was no significant aid or comfort to the small group of us who were and are committed to "public interest" law. On the contrary, our views and ideals were ridiculed, and there was no faculty member (I was aware of) who could or would have reliably counseled me in selection of courses (much less provide emotional support).

I have not checked any categories under VII (b) because I cannot truly say that a law student can do without exposure to any of the topics listed. At least, the selection of topics to be "decreased" should be personal to the student and based on his or her career orientation or specialty preferences, if any.

✓ However, there are areas that should be more emphasized and which can benefit virtually all law students, no matter what specialties they choose. Law schools do the public a great disservice in graduating "lawyers" to be who cannot write or speak as an effective advocate. A corollary is the inability to do critical and discerning legal research. I am reminded ~~xx~~ of the crucial role of these skills because I have recently had occasion to use the services of law clerks who are students at various area -schools. While experience hones these skills, there is no excuse for them to be wholly learned on the public's time. The student should have more opportunity to research particular legal problems (such as they might encounter in various fields of practice) and to argue the points in writing and orally so that they will learn to recognize distinctions which are meaningful & those that are not; to apply different fact situations to legal principles; and to present their authorities coherently, persuasively, and effectively.

✓ Why are there no questions regarding factors prior to legal education-- e.g., undergraduate education and professional expectations before entering law school?

Ques I. I work in a suburb of Chicago, for purposes of survey, it may be more meaningful to classify me as a "suburban" lawyer

Ques II. I grew up in a suburb of Cleveland--it may be more meaningful to classify me as growing up in a large metropolitan area.

I think ques I & II need to be worked on. I found them difficult to answer.

✓ Although difficult to justify, I feel more of an effort should be made to discuss ideas for curriculum changes, areas where courses were and were not helpful, etc.

✓ It is my feeling that most law students are inadequately prepared to do the kind of investigative work necessary to competently prepare cases, not only from the standpoint of litigation but also for general practice. While many students do volunteer for Legal Services and take the Clinical Law program, I still believe more emphasis must be placed upon the process required to uncover or verify the facts. This, obviously, requires more than understanding how to do legal research in the Law Library. Thus, I recommend that the U of M Law School require every student to enter, at minimum, a one-course program involving basic investigative techniques. I believe this will not only enhance one's education experience, but also calm the fears of many as to a basic sense of inadequacy in the early stages of serious legal practice.

✓ Clinical law/trial practice should be required.

✓ I believe that a "nuts and bolts" course (or series) in one's area of specialty (e.g. commercial litigation, banking law, environmental law, etc.) might be very helpful. The problems of staying current on both the breaking law and the rules, procedures, and other practical aspects of my work (commercial litigation) provides a regular challenge. While my wide-ranging extracurricular activity in law school has been a large plus for my career, the slighting of the academic aspect of law has left me with some academic catching-up to do.

I would like to see the results of this questionnaire.

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First job "after" law school was continuation of job as researcher with State Appellate Defender. Then went into solo practice. At the beginning this was very difficult. Then took job with Detroit's City Law Department. At time of filling out this form, I am just starting a new job with a plaintiff's PI firm. This is set forth as amplification to my answer to IV D.

I was in solo practice 3-75/ 7-77. Mostly criminal defense.

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Note that I attended the Law School from 1968 to 1971, worked as a Vista volunteer in Virginia 1971 to 1972; as a law editor for CCH in Washington, DC, 1973; with urban environment conference & Natl's Clean Air Coalition, 1973-74 before finally completing my degree in 1974. So I've essentially been in the job market since 1971, however handicapped.

Re: Item VII. I had a heavy concentration in International & comp. law. Flunked FSO physical. I would have been better off with clinical (not available when I was there) and family law. What I think really matters, though, is the totality of three years of study, discourse and association with students & faculty. I don't find myself at any disadvantage to the other practitioners in this area who attended the local law school and had specific Virginia law courses.

✓

I am proud to have graduated from the University of Michigan and am pleased that it is held in such high esteem by other members of the bar. If I can be of material assistance to the school and its graduates, I am willing to expend some effort in that direction.

✓

The fact that I am a graduate of U of M Law School has been of considerable value to my law career from the standpoint of prestige and acceptance.

✓
However, it is my opinion that my law training would have been much better if it had involved more practical and less theoretical material. It would have also been better if there had been more opportunities for individualized instruction such as seminars or the case club program.

✓

The Law School is a fine institution and I feel fortunate to have attended it. In its present form and approach, however, law school education generally does not adequately prepare one for the practice of law. In particular, the emphasis seems to be upon an academic view of the law. More effort should, I think, be placed on using the law as a tool, with a view toward attempting to obtain the objectives and support the interests of a client. As a practical matter there is no way to "learn" the practice of law in the classroom--that can only come about through actual experience--but I believe more could be done to prepare the student for a future role as an advocate.

✓
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While attending Michigan Law School, I began the theoretical work necessary to create a financial services organization which is an alternative to, and in some respects competitive with, a law firm. I have recently completed the structuring of this organization. The unusual nature of my business makes it difficult for me to informatively complete certain portions of this questionnaire. If anyone at the law school is interested, I would be happy to discuss my concepts and efforts in more detail.

COMMENTS

As a member of the Law Department staff for the City of I probably spend the majority of my time on work which, strictly speaking, is "non-legal". That includes factual investigation into and review of City practices and policies, meetings with other City staff members to review administrative and policy considerations, negotiations, etc. For this work, many non-legal skills are necessary, such as accounting skills, business knowledge, financial knowledge, negotiating skills. I think it is appropriate and very beneficial for the law school to offer, as it does, some courses in these areas.

However, I don't think that it should be a law school's primary responsibility to provide us with all this non-legal knowledge, even though most of us will need quite a lot of it. A law school should, I think, focus primarily on providing us with top-notch legal skills, and assume that we will acquire most of the other knowledge we need either through other formal educational programs (perhaps a joint degree program), through individual courses taken later in our careers, or through experience.

I think the most crucial knowledge a law school can provide is a solid understanding of general legal principles, and ability to utilize those principles. A law school should train its graduates to spot legal issues in complicated factual situations, to research those issues, to distill from statutes and past judicial decisions those legal principles which apply to the present case, to effectively advocate to a court a particular legal result. Related to those skills is the ability to gauge the likely result of potential litigation, and advise clients accordingly.

The ability to write well is extremely important. I feel that I received very little training in writing at the U of M. The best forum for teaching writing, I believe, is not a separate "Legal Writing" course, but instead each and every regular "substantive" course. The research and writing topics in a special writing course tend to seem artificial and sometimes too shallow. Students should be grappling with the fine points of legal writing at the same time they are grappling with the most difficult and complex legal ideas. Writing cannot be learned in the abstract, separate from the content of the writing.

✓ I'd like to see a copy of the survey results when completed. Interested to see how many other "small town" lawyers came out of the Class of '74.

✓ The majority of my legal work is in the area of government contracts. This involves working with federal statutes governing procurement and with federal regulations. Although no course in this specialized area is offered at UM, I don't feel one is really necessary, as the general principles taught in 1st year contracts provide a sufficient background.

✓ The least meaningful contribution to my career was having attended the law school classes or professors with no or little experience in practice.

✓ I found question VII the most difficult to answer, because the entire legal education process is of some benefit, no matter what field of law one enters. Certainly a broad legal base of knowledge is important to allow a person to try many areas of practice. I've become very specialized in criminal law, and my responses reflect a very narrow perspective.

- ✓ 1. I think the law school should use the case method for only a year or so. Too much time wasted after that.
2. More effort needs to be spent developing writing skills, with critique and analysis on individual basis. This should be done by a professor, not a subordinate, short-term or part-time staff person.

✓ The most valuable experience offered me by the Law School was the opportunity to immerse myself into the every-day life of a community of legal scholars--ideas discussed, friendships made, unending debate--all helped me understand and appreciate much of what I know today about myself, my country and the world I live in--all within the context of my legal studies. For this I am most appreciative.

✓ My law school education was seriously deficient in the nuts & bolts area--motion practice and discovery, for example. There was too much emphasis on preparing me to argue before the Supreme Court in landmark cases. Also, while the professors were brilliant, they were "thinkers" and not "doers." Graduate school profs train graduate students to be like them--researchers, scholars, educators--but law school profs are training people to do something they don't know how to do themselves or look upon condescendingly. The educational process should be more balanced. I also felt and feel there are too many esoteric courses in fashionable areas such as environmental & welfare law.

087 ✓ I checked Box 2 in answer to IX C because my wife and I had a "commuter marriage" for most of a year after I went into teaching. Currently I would say that I manage with ease to combine work and family responsibilities.

I believe the entire law school curriculum should be changed to emphasize practice and de-emphasize the socratic method. I consider 2/3's of law school to have been wasted or counterproductive. I am also bitterly disappointed with the lack of financial aid in the first two years of law school and the unbearable burden of debt that I was forced to graduate with. Your law school as an institution is mideval at best and seriously in need of reform.

This is a very interesting survey. I'm interested to see the results.

I frequently utilize the law library for supplemental research. I appreciate greatly the courtesy shown me and the resources made available.

I developed a somewhat critical view in law school of criminal presecution. That view was changed by my observations of the US Attorneys Office while employed as a law clerk to a Federal judge. It is unfortunate that law students are not exposed to both sides so that bright young and highly motivated graduates would be attracted to the field thereby insuring the most qualified are placed in the position of influence a prosecutor's office represents. When staffed with such individuals, all of society benefits and personal rights are protected.

If I had my legal education to do over, I would enroll in the joint JD/MBA program.

Law school bears no relationship to the practice of law. I learned more "law" studying for the bar exam than in 2 years at Michigan Law School. Let the liberals and theoreticians who have never seen the inside of a court room off the faculty and replace them with professors who have some grasp of reality.

I am in a highly specialized form of legal practice--unique in many ways. As general counsel and administrative director of a corporation which operates sports arenas, aspects of my position run the gamut of legal and executive tasks from labor law to insurance to contracts to sports and entertainment law. Consequently, I found it a little difficult to fill out the form. Incidentally, I practiced law privately in Detroit with a seven-man, corporate law firm for five years--an experience which I consider invaluable.

I am convinced that I benefited significantly from taking no academic courses in the areas in which my practice is concentrated. This, of course, was not deliberate. The real substance of securities litigation--particularly tender offer and auditors litigation--cannot in my view be conveyed in the classroom. People whom I have met in the practice who have a strong "academic" background in these areas are not, in my view, particularly effective lawyers.

I did not enjoy law school. It was, however, necessary for the practice of law which I enjoy greatly. My suggestion to the law schools is that they bring practitioners into the classrooms, not as teachers, but as individuals who can convey the excitement and satisfaction of the practice.

927 ✓ I left a position as associate in a four lawyer P.C. as of October 1, 1979. Duties there included real estate, estate planning and salary was in same range. I am considerably happier in my present position as house counsel for a real estate developer. Salary was same bracket.

026 ✓ My present status is misleading: Immediately out of law school I went to the San Francisco Bay Area, studied for the Bar Exam, and took a position as a mechanical draftsman while awaiting results. I then took a high pressure Associate position with a San Francisco law firm specializing in Admiralty. After 1 1/4 years, I rebelled amid a personality conflict with the partner to whom I was assigned and moved to Michigan where I took a teaching job. The job was temporary--only while the regular Business Law professor was on sabbatical. I then took a position at New Mexico State University and taught another 1 1/2 years. But, teaching money was inadequate and teaching seemed too repetitious. So, I recently studied for the Patent Bar to obtain a technical specialty before returning to the practice of law. As of this time, I have not really regained my feet. A resume of my experience is enclosed.

While technically a member of the Class of 1974, I began law school in September of 1972 with the Class of 1975 and graduated in December of 1974 after attending 2 summer sessions and the normal fall and winter terms.

017 ✓ I feel my legal education prepared me very well to compete with lawyers in this Region. I feel my legal education gave me an early advantage over many law graduates educated in this Region.

I would be interested in learning how male members of our class would respond to the questions addressed to women.

✓ I think that it would be particularly useful for students with little prior association with law to get some limited early contact with trial practice. I had never met a lawyer before coming to law school and went through first year feeling like I had walked into a fantasy land. I could not comprehend the subtle aspects of civil procedure because I had no concrete idea of courts or law cases. My disorientation was made worse by the fact that the civil procedure course started with petitions for certiorari and worked backward to complaints. It was not until I spent a semester at the Center for Law and Social Policy during second year that I understood the importance of the first year courses. My third year was much more meaningful for that experience. For the first time I was often delighted by legal complexity and happy to see my grades improve as a result. I only wish that I could have appreciated the practical significance of the courses first year so that I would not have wasted so much of that very fine legal education.


Some of my early ignorance might have been remedied by an introductory series of lectures or interesting audio-visual programs describing the court systems and the litigation process in simple, straightforward fashion. It would be useful to relate the explanation to highly publicized cases with which new students are likely to be familiar.. Such a program might give students who do not have the advantage of any prior association with the law an opportunity to begin their studies with some of the practical knowledge and the excitement that other more fortunate classmates must feel. -----

✓ There should be a section asking about the problems of minority attorneys as well as women attorneys.

✓ The greatest deficiency among law school graduates in recent years seems to be in the area of communication. We have seen a number of graduates from U of M and other excellent schools who have fine academic records and yet are almost incapable of expressing themselves in writing or orally. Some real thought must be given to teaching law students to write coherently, and to carry on conversations and speak clearly.

COMMENTS:

I would like to see Michigan re-emphasize traditional courses by going to a more structured second-year program. Whether they intend to do poverty law or whatever, an attorney's basic education should include a course in corporations (business organization, if you prefer) and a course in trusts and estates. I do not believe that a major law school should be heavily involved in "trendy" courses or that it should be giving course credit for "clinical law courses"--a movement toward 19th century on-the-job training.



Finally, I am distressed by the heavy loss of distinguished faculty incurred since my first exposure to U of M in 1967, and the subsequent youth program with its "inbreeding" of faculty. It seems that the path to faculty status now is a short one from the law review offices with a single stop for clerkship with a federal judge. To be sure, some of Michigan's grads should be on the faculty and all law professors need not be middle-aged. I would, however, feel better about faculty selection criteria which included at least two year's work experience and a preference for prior teaching experience at another institution. I believe that people who have made their living practicing what they teach bring a valuable perspective with them to the classroom which cannot be duplicated by reading books.